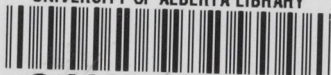


UNIVERSITY OF ALBERTA LIBRARY



0 0003 6463 594



Ex LIBRIS  
UNIVERSITATIS  
ALBERTAENSIS

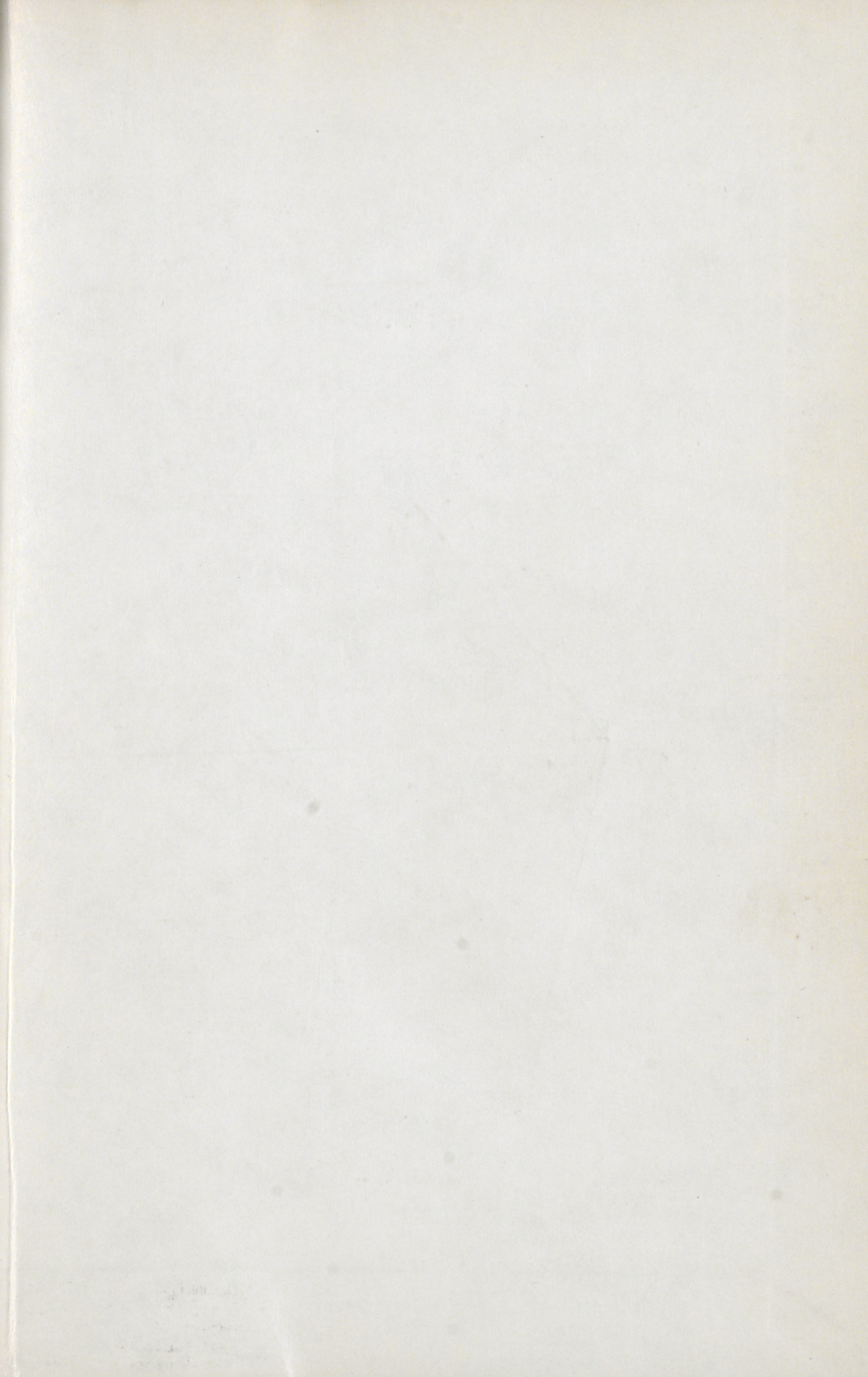


**Universal Bindery**

BOOKBINDING — GOLD LETTERING

Edmonton, Alberta











# ATA

THE ATA  
MAGAZINE

VOL. 38

1957 / 58



ATA BHT  
MISACAM

88 .JOV  
83 / 7301



Vol 38, #1

pt.

57

UNIVERSITY OF ALBERTA  
EDUCATION LIBRARY

Aug C2

SEPTEMBER, 1957

the **ATA**  
magazine

Education

L

11

A33

v. 38

1957/58

C.2

LIBRARY OF THE UNIVERSITY  
OF ALBERTA

312312





**Coke puts you at your sparkling best**

*You taste the difference . . .  
even the bubbles taste better.*

*You feel the difference . . .  
there's life, there's lift in Coke.*



**Free Booklet "Refreshment Through the Years"  
Now Available to Schools . . . the exciting  
story of Coca-Cola from beginning to present.**

This booklet tells the interesting and informative story of the discovery, development and growth of Coca-Cola from its modest beginning to the world-wide popularity it enjoys today. It is the story of a need . . . of a search . . . of the growth of an industry in your community. It contains a wealth of information to help your students with their essay or project.

Write today for the number of free copies you need, to your local bottler of Coca-Cola, who also has a special events department ready to advise you of your refreshment needs for school dances, Home and School meetings, etc.

Also available at no cost . . . A 30 minute 16 mm. sound colour film "Refreshment Through the Years".



# COLOR FACTS BY COLOR EXPERTS

## A ROSE BY MANY NAMES...

The English language has about 3400 words for colors and shades, according to standard dictionaries. How many can you name? The average person will get from twenty to thirty before bogging down.

A trained artist should be able to name at least one hundred. Of course, these color names will rarely mean exactly the same thing to any two individuals. But an artist must be sure that he gets exactly the same color each time he asks for a shade by name. He can buy with this confidence when he asks for Sargent Artists' Colors. Modern laboratory and plant facilities assure the same con-



sistent Sargent colors which have been produced to rigid specification for years by color experts. Decades of specializing in color materials only have gone into making Sargent Artists' Colors the perfect part-

ner for *your* creative talent.

The same care, craftsmanship and experience which goes into making quality professional artist colors is utilized to produce the finest line of Classroom Colors and Materials available — Sargent Colors...Crayons • Chalks • Poster Colors • Clays • They're *first* choice in the classroom for built-in quality, creative use and solid value at modest cost.

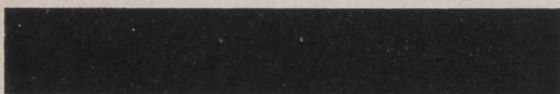


SARGENT COLORS, LTD., 266 KING STREET WEST, TORONTO 2B, ONT.



# 100

## *scholarship awards*



One hundred undergraduate, 4-year scholarships to Canadian universities and colleges have been established by The International Nickel Company of Canada, Limited. The scholarships are for study in engineering, geology, geophysics, mathematics, metallurgy, mining and physics.

Twenty-five of these will be awarded each year for the next four years. If you are a graduate of a high school (or equivalent) or in your final year at school (and have a good scholastic standing and personal reputation; and are recommended by your school authority), you are eligible to apply.

For complete information, write for free brochure on  
THE INCO SCHOLARSHIP PROGRAMME.



**THE INTERNATIONAL NICKEL COMPANY OF CANADA, LIMITED**  
**55 YONGE STREET, TORONTO, ONTARIO**



# SHELL PRESENTS!

FREE FOR  
CLASSROOM  
USE...



... a wide selection of 16 mm. sound motion pictures — many in full colour — which have won the acclaim of visual aid authorities, teachers and students everywhere. Over thirty titles to choose from, and completely non-commercial, the films graphically portray the fascinating world of oil, and such related subjects as aviation, science, and transportation.

Telling the complete story of petroleum is a series of five colour films under the general title "This is Oil", for which Shell had outstanding educators prepare special complementary wall charts and teachers' guides to help instructors obtain maximum classroom results. The films are available to teachers (and other interested groups) from the address below, or through the Audio-Visual Aids Branch of the Department of Education, and the Extension Department of the University of Alberta. Free catalogues describing the films in detail, plus an extensive selection of illustrated booklets on many phases of the oil industry, are available from

## SHELL OIL COMPANY

### FILM LIBRARY

P.O. BOX 100, CALGARY, ALBERTA



## The Byline Beat

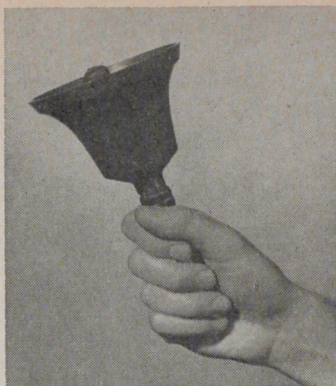
We hope you like our new cover design as well as we do. It is one of a few changes in format being introduced this year. The contents page and masthead column are two more remodelling jobs just completed.

In the October issue, we hope to introduce a new column which will interest our readers. Like the automobile manufacturers, we are shrouding the new model in secrecy until the proper time.

By the way, did you notice we have a brand new assistant editor starting with this issue? Roy, take your bow.

Our fall convention portfolio is for the particular use of convention secretaries and press committees. If you let us know in time, we may

*(Continued on Page 36)*



### FOR WHOM THE BELL TOLLS

A few of the old-fashioned school bells added their voices to the clangour of modern automatic bell systems as Alberta's 250,000 students swarmed through their school doors on Tuesday, September 3.



#### EXECUTIVE COUNCIL

<b>Inez K. Castleton</b>	President
2236 - 33 Avenue S.W., Calgary	
<b>H. J. M. Ross</b>	Past President
10918 - 63 Avenue, Edmonton	
<b>Eric C. Ansley</b>	General Secretary-Treasurer
Barnett House, Edmonton	

#### District Representatives

<b>Eva Jagoe</b>	Calgary City
1431 - 26 Street W., Calgary	
<b>R. L. McCall</b>	Calgary District
Acme	
<b>J. D. McPetridge</b>	Central Eastern Alberta
Castor	
<b>D. A. Prescott</b>	Central Western Alberta
4601 - 48 Avenue, Red Deer	
<b>A. D. G. Yates</b>	Edmonton City
14420 - 110A Avenue, Edmonton	
<b>R. F. Staples</b>	Edmonton District
Westlock	
<b>A. J. Shandro</b>	Northeastern Alberta
Glendon	
<b>R. E. Bean</b>	Northwestern Alberta
Valleyview	

#### Executive Officers

<b>Eric C. Ansley</b>	General Secretary-Treasurer
Barnett House, Edmonton	
<b>F. J. C. Seymour</b>	Assistant General Secretary
Barnett House, Edmonton	
<b>W. Roy Eyres</b>	Executive Assistant
Barnett House, Edmonton	
<b>E. J. Ingram</b>	Executive Assistant
Barnett House, Edmonton	

## THE ATA MAGAZINE

F. J. C. SEYMOUR  
Editor

ERIC ANSLEY  
Managing Editor

W. ROY EYRES  
Assistant Editor

The ATA Magazine is the official organ of The Alberta Teachers' Association. It is published on the fifteenth of each month, except July and August. Publication and editorial office, Barnett House, 9929 - 103 Street, Edmonton, Alberta.

Authorized as second class mail by the Post Office Department, Ottawa. Return postage guaranteed. Subscriptions, per year: members \$1.50, others \$2, single copy 25¢.

Member of the Educational Press of America. Affiliated with the Canadian Teachers' Federation. Manuscripts, photographs, and drawings on educational subjects are invited, but the publisher assumes no responsibility for return or compensation. Opinions of writers are not necessarily those of The Alberta Teachers' Association. All correspondence should be addressed to the editor.

Notice of change of address, stating both old and new addresses, should reach the editor at least one month before publication date.





Volume 38      Number 1

September, 1957

# the **ATA** magazine

## SPECIAL FEATURES

- |    |   |
|----|---|
| 8  | Let's Personalize Education<br><i>J. R. White</i> |
| 12 | Let Me Talk To Beginners<br><i>E. D. Hodgson</i>  |
| 14 | ATA Guest Speakers,<br>Fall Conventions, 1957     |
| 18 | ATA Fall Conventions, 1957                        |

## REGULAR FEATURES

- |    |                   |
|----|-------------------|
| 6  | Editorial         |
| 39 | Official Bulletin |
| 47 | Secretary's Diary |

## OFFICIAL NOTICES

- |    |                                |
|----|--------------------------------|
| 30 | Executive Council By-Elections |
| 32 | Electoral Ballots, 1957        |
| 46 | Code of Ethics                 |



## COMMISSION HEARINGS BEGIN

By the time we go to press, the hearings of the Royal Commission to inquire into the matter of a uniform scale of salaries for teachers employed by school districts, divisions, and counties will have opened in Edmonton.

The terms of reference authorize the Commission to consider the feasibility of establishing a scale or scales of salaries for teachers in the province, the form or forms which such salary scales might take, and the manner by which such salary scales might be arrived at and altered from time to time. The Commission will consider also the effects of establishing teacher salary scales on local government, on financing of education provincially and locally, on the supply of teachers, and on the quality and morale of the teaching profession generally.

The order-in-council establishing the Commission states that "over a period of many years the Government of Alberta has received representations from the Alberta School Trustees' Association, supported from time to time by representations from other sources, that there be instituted a scale or scales of salaries applicable to all teachers in the Province, and that administrative arrangements be effected to produce such scale or scales."

We have no knowledge of what the groups requesting a uniform scale or scales have in mind. However, from the record of resolutions at annual meetings, the Alberta School Trustees' Association has advocated a provincial salary scale set by a commission, prohibition of strikes by teachers, compulsory awards of boards of arbitration, and removal of teachers' collective bargaining rights from *The Alberta Labour Act*. Apparently there is no doubt that the intent of the Alberta



School Trustees' Association has been and is to have removed or to have seriously restricted teachers' rights to collective bargaining.

Another record, that of the annual general meeting of the Alberta Teachers' Association, shows clearly that Alberta teachers oppose a provincial salary schedule and insist on their rights to the collective bargaining procedures provided by *The Alberta Labour Act*.

## CLOSING THE RANKS

A noted educationist of our acquaintance observed recently that a curious paradox is shaping up in the teaching force. The good teachers are getting better, and the poor, poorer.

The widening gap of competence between the best and the worst results from the drive of teacher organizations for better professional preparation and the pressure of practical politics on standards for teacher certification.

For some years now, teachers in Alberta and across Canada have been searching for some effective way of telling the public that there is a difference. Last August in Edmonton, the Canadian Teachers' Federation decided to establish a Canadian College of Teachers. Conditions of membership emphasize university education.

Whether or not the conditions for membership are proper, only time will tell. But the intent is good. It is possible that membership in a Canadian College of Teachers may prove to be an effective counter-attack against the proclivity of politicians to meddle with certification for teachers.



# Let's Personalize

There are too few voices

**T**HIS is not the first time I have had the honour of speaking on the general subject of industry and education. And while both the subject and the group who asked me to discuss it today are very much to my liking, I think I should warn you of possible dire consequences. The previous occasion on which I discussed the topic was in June of this year. Four days later one of the most dramatic and unexpected general elections in our country's history took place which unseated a government of 22 years' standing.

Now that doesn't happen every time I talk and it may well be that my remarks had no effect whatever on the outcome of the election.

But if some speeches failed to affect the election, the converse certainly has not been true. A great many subsequent speeches have very definitely been influenced by the result of that vote.

Aside entirely from its political aspects, the election indicated that something fundamental was going on in the public mind. Something had happened to shake and remake opinions.

What that something was I leave to others to speculate upon. But of one thing I feel we can be sure—the motives behind the changing of minds in June were not materialistic. It was not poverty nor the fear of poverty that caused people to switch their votes. Canadian prosperity and Canadian confidence have never been higher, and I feel that economic considerations played a small part in comparison with less materialistic factors.

The election is not the only indication

of fundamental changes in public attitudes. There is evidence on every hand of a revival in religion. Interest and support for the arts is without precedent in Canada. And, as you are fully aware, the interest in education has never been more intense or widespread.

If we concede that a change in thinking has occurred which has upset the habits of 22 years, what significance has it for education? It is simply this, that the re-focusing of public attention on things cultural and spiritual from things economic and material will give education one of its greatest opportunities in many years. I think we may also be sure that it will put education on the spot and will present teachers and teaching with a challenge they must accept and a contest they must win.

In saying this, I confess that I am strongly influenced by the experiences of businessmen a quarter of a century or so ago when the economic difficulties of the time turned public attention to business in much the same way that public attention is now being turned toward education and similar fields.

It is pretty generally conceded that business did not pass the test of the thirties with flying colours. In some cases, businessmen did not have the answers to the questions the public asked. In other cases, their answers seemed dull and prosaic in contrast with the glowing promises of the demagogues who rose in so many parts of the world. Often, too, the views of businessmen contradicted one another, adding to the confusion.

All this was probably inevitable in



# Education

speaking for education, with too  
much constraint

J. R. WHITE

the nature of things, but it is interesting to speculate on what might have happened if businessmen had been better equipped to meet the challenge that they faced a quarter of a century ago. The world has come a long, long way from those days of innocent acceptance of economic cure-alls until today, when a leading British socialist can say that nationalization as a basic program is "dead as a dodo". Businessmen were aware of the truth of that remark a great many years ago but, being unable to communicate their knowledge directly, they had to wait for the healing hand of time and experience.

The implication of this is clearly that when the spotlight of public attention is focused upon you, you have to be ready to deliver, to communicate.

Now can we be sure that public attention is really focused on education today?

If assemblies of people to discuss education are any criterion, the answer is yes. In the past 12 months there have been two major conferences, one sponsored by industry and one by the universities, to deal with the crisis in education from different aspects. In the next 12 months there will be at least two other major conferences in Canada, perhaps four, dealing with virtually every aspect of education not only in Canada but throughout the British Commonwealth.

Neither the money to support these conferences nor the personnel to attend them would be forthcoming if there were not a genuine interest in the outcome of the discussions. And I think it is worth pointing out that these conferences are over and above the normal educational gatherings of the year such as the meeting we are attending today, Education Week, and the annual meeting of learned societies in general. Newspaper coverage of all these educational functions has been generous in extent and detailed in quality, and it is now the rule to find experienced specialists assigned to educational reporting in the daily newspapers.

As an indication of the trend, it is also interesting to note the sort of people who have become interested in education. The intellectuals, naturally, have been in the lead, sometimes with rather fiery criticisms. But not far behind them have been some of our leading industrialists. It is a fair assumption to make that the leadership given by these men, whether in serving on the boards of governors of universities, or in organizing industry behind educational projects, will bring many followers. The interest and support of labour leaders has been evident.

Another indication of increasing interest was the recent launching of the Canada Council and the doubling of the federal grant to universities. Both these moves reflected Ottawa's appreciation of the rising public interest in matters educational and cultural.

Granting that the attention of the public is gradually coming to focus on edu-



cation, what then? How will education face up to the opportunity and the challenge that this state of affairs presents?

The answer to this is one of the most important answers of our time, and no matter how optimistic we may be, we must admit that the outcome is by no means a foregone conclusion. Public interest in an institution is inevitably a public challenge of that institution and, if the outcome should be unfavourable, the adverse results might last for decades.

Looking back again for a moment at the period when business and economic institutions faced a similar challenge, we can see now that the response of business to the problems of the 1930's was bound to be confusing and contradictory. By its very nature, competitive business is certain to view public issues from a number of conflicting viewpoints. As a result, it is normal for business to have a great many speakers, and very few spokesmen.

My own industry at the present time is a case in point. Both in Canada and in the United States, there are elements of the industry which desire to restrict the importation of crude oil from other countries. Other elements of the industry are opposed to restrictions of imports for a variety of reasons. The first group consists principally of producers of crude oil who feel that restricting imports will boost sales of crude. The second group is largely made up of companies which sell finished products to consumers, and these companies feel that restriction of imports will raise the cost of petroleum products to the consumer, and view any steps in that direction with great concern.

Because of this divergence of opinion and interest, anyone seeking to find out what the oil industry thinks about the prevention of crude imports is sure to meet with contradictory replies. There is not a single oil industry viewpoint, but a wide range of viewpoints depending on whom you ask.

This state of affairs, as I say, is in-

herent in the nature of competitive free enterprise. On basic principles, one may find a substantial degree of agreement, but on almost any specific program wide divergence is sure to appear before long.

### **Too few voices**

In some contrast is the situation in education. The vast majority of our student population is enrolled in institutions operated by municipal or provincial governments. Many of the problems of education thus become those inherent in socialistic undertakings rather than competitive enterprise. Instead of having too many and too undisciplined voices speaking for education, there is some danger—at least in the area of public education—of having too few voices speaking with too much constraint.

In its way, this is a serious handicap to the communicating power of the educational 'industry'. In addition, the status of the teacher as a civil servant often impels him to leave the talking to his non-teaching superiors in the educational hierarchy or to the associations which represent him.

This is natural and inevitable and on the whole, I suppose, right. But it is also natural for educational managers to have their minds on managerial problems and educational association people to have their minds on the specific problems in their area. These preoccupations tend to colour some of the statements on education and to leave under-emphasized the most important aspect of education—the basic human triangle of teacher-parent-pupil.

Please do not take these comments as criticisms of the educational system and its channels of communication with the public. An excellent job is being done, but in spite of that there is some danger that the public may retain the impression that its educational responsibilities will have been met if certain well-publicized objectives are achieved—if university facilities are doubled, for example, or teachers' pay equated with industry standards; expenditures on education brought to a national norm; en-



trance and graduation requirements standardized; technicians' standards clarified and schooling facilities increased; if all our 150 I.Q. youngsters were assured a college education; and so on.

Every one of these specific goals is laudable. But I think you will agree with me that we could achieve every one of them and still fail badly in regard to education if we neglected to strengthen and establish the importance of the relationships within the parent-pupil-teacher triangle. It is in that three-way relationship, and particularly in the pupil's earliest years, that the attitudes and interests that will govern the success of an entire educational program are formed. The teacher-parent-pupil triangle contains the well-springs of motivation and acceptance of intellectual discipline which are the essentials for an educational career of any sort, long or short, vocational or academic.

To teachers and educationists generally, this statement may be painfully obvious. But I believe it is not at all obvious to the general public. If I am not mistaken, opinion surveys on public attitudes toward education have shown that, while people are well-disposed to education as an institution, they regard it as just that—something to which a person is committed for a period but which, like other mental institutions, is isolated from the community's daily life.

### **Education needs to be personalized**

Overcoming the benevolent isolation with which too many people view education is one of the biggest gains that could come out of the current great revival of interest in education. In contrast to the public relations aims of many organizations, the educational goal is not so much to get education respected as an institution (it is already almost too highly respected) but participated in as a function. There must be wider realization of the three-way partnership in education between teacher, parent, and pupil. Education needs to be per-

---

**Mr. White, president of Imperial Oil Limited, delivered this address to the thirty-sixth conference of the Canadian Teachers' Federation, held in Edmonton, August 13 to 17.**

---

sonalized rather than institutionally promoted.

If this goal is to be achieved it will mean giving more prominence to the teacher and professor, rather less, in relative terms at least, to specific educational projects and programs.

In suggesting this goal, I am, as I have already pointed out, influenced by the experience of business in its own relations with the public. In the twenties, business was respected but on the whole remote; in the thirties it came into disrepute but was still remote. Today, I fear that many people still see business as something apart from the community rather than merely another view of the community—the community at work, as it were. The idea that one can legislate a change in business without repercussions throughout the community still prevails in some quarters. As a general rule, those who favour controls and restrictions favour them for someone else. Too seldom do you find people realizing that the restriction they propose for someone else will have repercussions on themselves.

Put in another way, there are still those who feel that the way in which businesses have developed and the forms they have taken, have been independent of the needs and nature of the community, whereas, in actuality, business is an outgrowth of and a mirror of the community itself. Nothing has demonstrated this more clearly than the difficulties attending attempts to superimpose western culture in areas where western legal, moral, educational, and cultural standards did not already exist.

Industry and commerce are not gadgets which can be attached to a community

*(Continued on Page 44)*



# Let Me Talk

**A** first-rate teacher of my acquaintance says: "When I get a new class I make sure that in the first month or so I am positively miserable with the pupils. I crack down hard on the slightest provocation. After about three weeks of this, some of the students literally hate me. Then I begin to relax enough so that all of us have a little fun. I don't have any trouble with discipline."

Discipline is a problem of many beginners in the classroom. And while you may not initially have the judgment to offset stiffness as a disciplinarian, the quotation I gave illustrates one person's version of starting right in order to end right.

For a beginner must forget for the first few months any idea he has about the tenderness of a child's personality. He has to forget all about considering himself just a 'leader' in the class group. He has to forget any ideas he has about the reasonableness of children, for they are no more reasonable than adults. He ought even to place to one side that appealing theory that the character of children can be moulded like clay.

What the beginner must do is to use authority without any qualms. He must handle pupils calmly, firmly, surely. He makes no rule except that which is enforceable. His students appreciate the security and stability of knowing exactly where they stand with him at every moment of the day.

No pupil really believes the theory expressed or implied by, "We're all friends in this together, and I, as the teacher, am just a more experienced member of the group". Pupils know that they and the teacher can't be friends in the usual

E. D. HODGSON

*hint for*

sense of the word. They are not philosophers enough to tell you that any teacher and any pupil always exist in a state of tension. But they know it. Thus, the best that a teacher should look for is to be on good terms with his pupils. Thus will he escape the pernicious doctrine of, "My pupils should be grateful for what I have done for them". This is a doctrine more often associated with the teacher of good intentions than of solid competence.

A beginner has to forget certain things. He has to forget them until he learns what these ideas really mean. Tight control comes first. Good preparation comes first. Efficient class routines come first. What the beginner thinks is his philosophy ought temporarily to come last.

## Organization is paramount

In support of the above attitude about classroom control, the beginner should put every care into organization. His classroom work should be so planned that student movement, student comments, and student conversation are held to what is absolutely essential. This, of course, does not mean at all that students are expected to be both motionless and speechless, but it does mean that a lot of noise is not going to be mistaken for freedom.

Are there books to give out? The whole



# To Beginners

## Students like to know where they stand

class need not swarm over to library shelves; certain pupils can be detailed systematically and regularly to give out books.

Is there examination foolscap to distribute? It could be counted out beforehand to the exact number of sheets needed, row by row.

Are there test papers to mark in class? The marking explanations should be so clearly thought out that pupils need ask few questions.

Are there groups doing enterprise work? Each pupil and each group should know from plans made by the teacher or class exactly what to do each period, and should be occupied profitably every second of all periods.

Is the teacher questioning the class? Pupils should raise their hands and wait to be called upon by the teacher. Pupils calling out spoil the teacher's purposes for the rest of the class.

As the above suggestions indicate, good organization will spare energies of the teacher and class, better used in serious study than in mere physical sound and movement. Good organization—going back for a moment to control—is the best guarantee of minimum trouble in control.

### The teacher must be a scholar

As important as organization is scholarship. The beginner must 'know his stuff' whether that stuff is Grade IV music or Grade XII social studies. A teacher can bluff himself for years; he can't bluff his pupils even for days.

If he be honest, a beginner may escape his pupils' censure by saying: "No, I'm afraid I don't know that. But I'll find out

and let you know later." Sometimes he directs the students to sources from which they can get answers to their unanswered questions.

Experienced teachers could tell the beginner that they do not lose face on occasion by honestly admitting fallibility. This procedure, though, is subject to the law of diminishing returns. The teacher really has no other course but to know his basic material and know it thoroughly. The 'extras' are the only places in which you can afford to admit ignorance—the only places in which you can regularly turn your ignorance to your own advantage.

### Character education is a by-product

A useful distinction for the beginner to remember is that the teacher's main job is to teach the fundamental subjects, not to mould character; at least, not to mould character in the sense of teaching directly for character education. Parents send their children to school to be taught such subjects as reading, language, arithmetic, spelling, and social studies. They expect the very best possible job of the three R's particularly, and theirs is a reasonable expectation. It is a teacher's job to get results.

Character training is involved in school, certainly. No teacher can escape this responsibility. But a teacher cannot teach directly for character any more than he can teach directly for happiness. The beginner's influence on character, the teacher's influence on character, comes through what the teacher does in school—his scholarship, his enthusiasm for handling the great and enduring

*(Continued on Page 40)*



# ATA Guest Speakers



**LESTER B. BALL**

Dr. Ball, who will be guest speaker at the Red Deer and Camrose Conventions, is superintendent of Millburn Township Public Schools in Millburn, New Jersey and a staff member of the School of Education, Rutgers University, New Brunswick, New Jersey.

Dr. Ball graduated in 1934 with the B.Ed. degree from Northern Illinois State Teachers' College. He received his M.A. degree in 1938 and the Ed.D. degree in 1949 from Northwestern University.

His teaching career began in 1934 in Evanston, Illinois. In 1938, he became a superintendent of schools, and was appointed to his present superintendency in 1950. During the summer sessions from 1939 to 1943 he was professor of education on the faculty of Drake University, and education professor on the summer school faculty of Northwestern University from 1944 to 1949.



**H. T. COUTTS**

Dean of the Faculty of Education of the University of Alberta, Dr. Coutts will be guest speaker at the St. Paul-Bonnyville Convention.

Dr. Coutts received his elementary and secondary education in Ontario and Alberta, and graduated from Calgary Normal School. In 1935, he received the B.A. degree from the University of Toronto with first class honours standing. Work for the M.A. degree was completed at the University of Alberta in 1940, and in 1950 he was granted the degree of Ph.D. from the University of Minnesota.

Dr. Coutts taught for several years in this province, and for three years was superintendent of schools in the Wainwright area. He was appointed to the Faculty of Education in 1946, became chairman of the division of secondary education in 1950, was promoted as professor in 1951, and appointed as dean in September, 1955.



# Fall Conventions, 1957

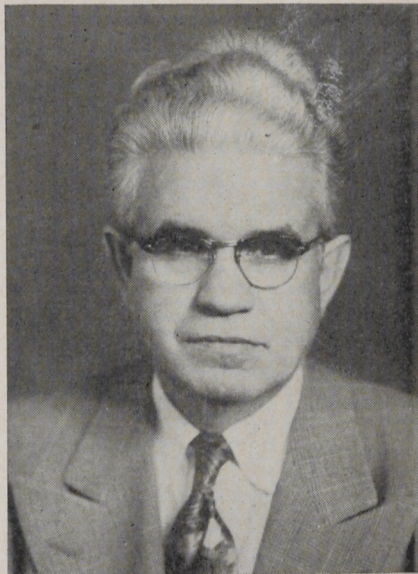


**OTIS A. CROSBY**

Mr. Crosby is presently assistant director of the Department of Information Service and editor of the publication *Detroit Schools* with the Detroit Board of Education.

His career has included experience as a teacher in Ohio State and in Detroit, as senior administrative assistant and editor for ten years of *Detroit Education News*, as a public relations counsel and a director of public relations for state teachers' colleges in Wisconsin, and as visiting lecturer in the Universities of Wisconsin, Pittsburgh, and Chicago. He holds the degrees of A.B. and A.M. from Wittenberg College and did graduate work at the University of Michigan and Wayne University.

Mr. Crosby will be guest speaker at conventions for Calgary District, South-eastern Alberta, Castor-Neutral Hills, and Hanna.



**HAROLD P. FAWCETT**

Dr. Fawcett, who has been guest speaker at Alberta conventions on two previous occasions, is returning this year to address teachers of the three Edmonton District conventions.

Dr. Fawcett is professor of education at The Ohio State University, where he has been a member of the faculty since 1932 and chairman of the department of education since 1948.

A native of Upper Sackville, New Brunswick, he attended Mount Allison University and graduated in 1914. M.A. and Ph.D. degrees were granted by Columbia University. Before coming to Ohio State, Dr. Fawcett taught at United YMCA schools and at Columbia University, and on the summer staffs of other universities. He has served on a number of state and national mathematics committees, and is a member of the board of directors of the National Council of Teachers of Mathematics.





**D. E. MAHOOD**

Guest speaker at the Vermilion Convention will be Dr. D. E. Mahood of Saskatchewan Teachers' College, Saskatoon.

A native of Saskatchewan, Dr. Mahood received his elementary and secondary education in that province, and graduated with the bachelor of arts degree from The University of Manitoba. His B.Ed. and M.Ed. degrees were granted by the University of Saskatchewan, and after some post-graduate work at the University of Washington, he completed requirements for the Ph.D. degree at Columbia University in 1948.

Dr. Mahood taught in elementary and secondary schools in Saskatchewan. For a time, he served as superintendent of schools in the Melfort and Kinistino districts. He then accepted appointment to the staff of the Teachers' College in Moose Jaw and was transferred to his present position in Saskatoon in 1954.



**G. L. MOWAT**

Dr. Mowat is beginning his first year as associate professor of education with the Faculty of Education, University of Alberta. He was formerly assistant director of school administration for the Department of Education.

Dr. Mowat received his B.Sc. degree in industrial arts from Brigham Young University. Work for his M.A. and Ed.D. degrees was completed at Stanford University.

Prior to enlistment in the Royal Canadian Air Force in 1942, Dr. Mowat taught in the southern part of the province for six years. From 1945 to 1946, he was principal of the Barnwell School. He was appointed superintendent of schools for the Foremost School Division in 1947, and in 1950, became an inspector of high schools with headquarters at Calgary.

Dr. Mowat will be guest speaker at the convention for teachers of the Grande Prairie and Spirit River Locals.





**A. W. REEVES**

Dr. Reeves will be guest speaker at the Lethbridge Convention.

A graduate of Alberta, Chicago, and Stanford Universities, Dr. Reeves was appointed to his present position as chairman of the newly organized division of educational administration and supervision in the Faculty of Education, University of Alberta in the fall of 1956.

He taught for several years in elementary and high schools in Alberta, served as superintendent of schools in Pincher Creek, Holden, E.I.D., and Bow Valley School Divisions, and was for a number of years on the staff of the Edmonton Normal School, interrupting this service by three years with the Royal Canadian Air Force. In 1947 he was appointed high school inspector, and in 1954-55 he represented the Department of Education on the Coterminous Boundary Commission. He was assistant director of school administration from 1955 until he accepted the appointment with the Faculty of Education.



**N. V. SCARFE**

Guest speaker at Alberta teachers' conventions on a number of previous occasions, N. V. Scarfe will this year address teachers of the North Peace convention.

Dean Scarfe received his B.A. degree from the University of London. At the age of 20, he was appointed senior geography master at a boys' school in Derby. Later he became lecturer at the University of Nottingham where he obtained his M.A. degree in geography in 1932. In 1935, he was appointed head of the department of geography at the Institute of Education in London. In 1948-49 he was on exchange with the dean of the school of education for Syracuse University. He served as head of the UNESCO international seminar in 1950.

Formerly dean of education at The University of Manitoba, he accepted his present position as dean of the college of education of The University of British Columbia in 1956.



# ATA Fall Conventions, 1957

St. Paul - Bonnyville—October 3 and 4 at St. Paul



M. CALDWELL



H. C. SWEET

**Locals**—Bonnyville and St. Paul.

**Convention officers**—O. E. Lafleur, president, and E. Bouthillier, secretary, St. Paul.

**Visiting speakers**—H. T. Coutts, Alberta Teachers' Association guest speaker; H. C. Sweet, Department of Education; Miss Muriel Caldwell, Faculty of Education; Eric C. Ansley, Alberta Teachers' Association.

**Superintendents**—H. A. MacNeil and R. Racette.

**High school inspector**—G. L. Berry.

**Form of convention**—Workshop sessions, panel discussions.

**Entertainment**—Banquet.



E. BOUTHILLIER

Grande Prairie - Spirit River—October 7 and 8 at Grande Prairie

**Locals**—Grande Prairie and Spirit River.

**Convention officers**—Roy Gouchey, Beaverlodge, president; W. S. Warren, Grande Prairie, secretary.

**Visiting speakers**—G. L. Mowat, Alberta Teachers' Association guest speaker; A. A. Aldridge, Department of Education;

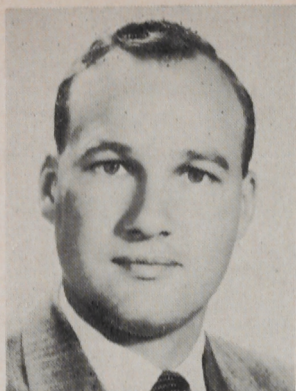
A. Affleck, Faculty of Education; F. J. C. Seymour, Alberta Teachers' Association.

**Superintendents**—N. J. Andruski, J. B. Bell, and F. M. Riddle.

**High school inspector**—G. L. Berry.

**Convention topics**—Philosophy and Physical Education.





**R. GOUCHEY**



**A. A. ALDRIDGE**

**North Peace—October 10 and 11 at Fairview School of Agriculture**



**F. J. DUMONT**



**E. J. GUERTIN**

**Locals**—Fairview, High Prairie, and Peace River.

**Convention officers**—F. J. Dumont, Kinuso, president; Earle J. Guertin, Fairview, secretary.

**Visiting speakers**—N. V. Scarfe, Alberta Teachers' Association guest speaker; A. A. Aldridge, Department of Education; J. G. Woodsworth, Faculty of Education;

F. J. C. Seymour, Alberta Teachers' Association.

**Superintendents**—O. Fadum, A. D. Jardine, W. D. McGrath, and R. M. Ward.

**High school inspector**—G. L. Berry.

**Convention topic**—Applied Psychology in the Classroom.

**Entertainment**—Buffet supper and dance.



## Lethbridge—October 10 and 11 at Lethbridge Collegiate Institute

**Locals**—Crowsnest Pass, Lethbridge City, Lethbridge District, Pincher Creek, St. Mary's River, Taber, and Warner.

**Convention officers**—S. J. Solberg, president, and George Watson, secretary, Lethbridge.

**Visiting speakers**—A. W. Reeves, Alberta Teachers' Association guest speaker;

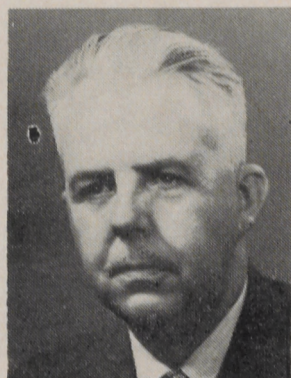
T. C. Byrne, Department of Education; A. G. Storey, Faculty of Education; Eric C. Ansley, Alberta Teachers' Association.

**Superintendents**—L. H. Bussard, S. P. Hencley, C. G. Merkley, E. C. Miller, N. M. Purvis, and K. H. Thomson.

**High school inspector**—C. B. Johnson.



GEORGE WATSON



S. J. SOLBERG



T. C. BYRNE

## Vermilion—October 10 and 11 at Vermilion School of Agriculture

**Locals**—Vegreville, Vermilion, and Wainwright.

**Convention secretary**—J. A. Smith, Kitscoty.

**Visiting speakers**—D. E. Mahood, Alberta Teachers' Association guest speaker; S. A. Earl, Department of Education;

S. C. T. Clarke, Faculty of Education; W. Roy Eyres, Alberta Teachers' Association.

**Superintendents**—F. B. Facey, L. G. Hall, and S. D. Simonson.

**High school inspector**—R. E. Rees.





S. A. EARL



S. C. T. CLARKE

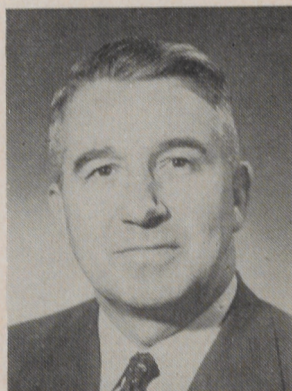
Red Deer Area—October 15 and 16 at Lindsay Thurber Composite High School



W. H. SWIFT



S. A. LINDSTEDT



H. B. ROGERS



**Locals**—Lacombe, Ponoka, Red Deer, Rocky Mountain, and Stettler.

**Convention officers**—R. Petterson, Ponoka, vice-president; H. B. Rogers, Red Deer, secretary.

**Visiting speakers**—Lester B. Ball, Alberta Teachers' Association guest speaker; Dr. W. H. Swift, Department of Education; S. A. Lindstedt, Faculty of Education; Eric C. Ansley, Alberta Teachers' Association.

**Superintendents**—T. K. Creighton, G. H. Dawe, H. J. Hall, R. V. McCullough, H. R. Ross, and E. W. White.

**High school inspector**—E. D. Hodgson.

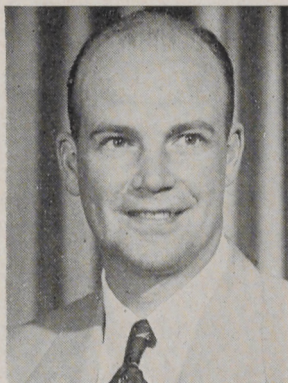
**Form of convention**—General sessions, workshop groups, and panel discussions, on Social Studies.

**Entertainment**—Banquet and musical program.

### Camrose—October 17 and 18 at Camrose High School



W. PILKINGTON



D. R. CAMERON



G. A. DENNIS



D. T. WALMSLEY



**Locals**—Camrose, Hardisty - Provost, and Killam.

**Convention officers**—D. T. Walmsley, Sedgewick, president; G. A. Dennis, Camrose, secretary.

**Visiting speakers**—Lester B. Ball, Alberta Teachers' Association guest speaker;

D. R. Cameron, Department of Education; W. Pilkington, Faculty of Education; Eric C. Ansley, Alberta Teachers' Association.

**Superintendents**—J. R. S. Hambly, R. F. McCormick, and O. Massing.

**High school inspector**—E. D. Hodgson.

## First Edmonton District—October 21 and 22 at The Macdonald

**Locals**—Athabasca, Barrhead, Lamont, Sturgeon, and Thorhild.

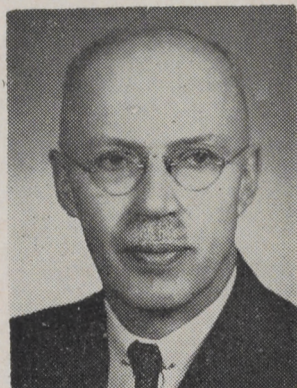
**Convention officers**—John Pasemko, Bon Accord, president; N. A. Melnyk, Andrew, secretary.

**Visiting speakers**—Harold P. Fawcett, Alberta Teachers' Association guest speaker; H. E. Balfour, Department of Education; E. W. Buxton, Faculty of Education; Eric C. Ansley, Alberta Teachers' Association.

**Superintendents**—J. H. Blocksidge, M. G. Gault, I. Goresky, M. MacLeod, R. C. Ohlsen, and J. F. Swan.

**High school inspector**—J. C. Jonason.

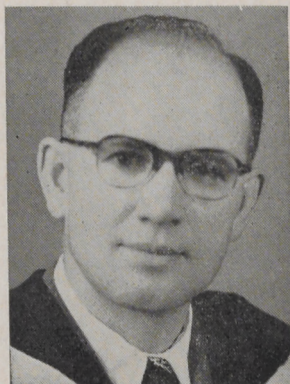
**Form of Convention**—General and group sessions, on Social Studies, Enterprise, Reading.



H. E. BALFOUR



J. PASEMKO



N. A. MELNYK



## Second Edmonton District—October 24 and 25 at The Macdonald

**Locals**—Lac la Biche, Lac Ste. Anne, Smoky Lake, Stony Plain, Westlock, and Wetaskiwin.

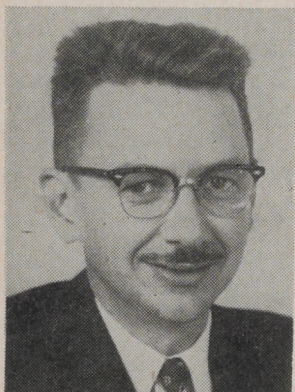
**Convention officers**—H. Ross, Fawcett, president; D. N. Shinkaruk, Onoway, secretary.

**Visiting speakers**—Harold P. Fawcett, Alberta Teachers' Association guest speaker; A. A. Aldridge, Department of

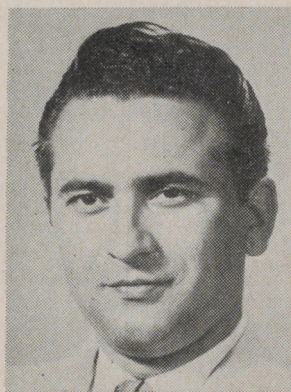
Education; R. S. MacArthur, Faculty of Education; Eric C. Ansley, Alberta Teachers' Association.

**Superintendents**—E. M. Erickson, G. Filipechuk, F. Hannochko, H. A. Kostash, E. G. McDonald, and J. I. Sheppy.

**High school inspectors**—J. C. Jonason, and R. E. Rees.



H. ROSS



D. N. SHINKARUK

## Third Edmonton District—October 28 and 29 at The Macdonald

**Locals**—Clover Bar, Coal Branch, Edson, Holden, Leduc, and Two Hills.

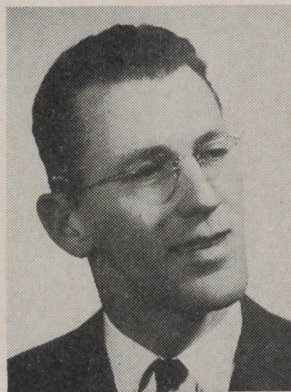
**Convention officers**—Claude A. May, Tofield, president; John R. Wright, Edmonton, secretary.

**Visiting speakers**—Harold P. Fawcett, Alberta Teachers' Association guest speaker; Hon. A. O. Aalborg, Department of Education; Miss D. M. Lampard, Faculty of Education; Eric C. Ansley, Alberta Teachers' Association.

**Superintendents**—J. H. Finlay, N. Myskiw, H. A. Pike, C. Pyrch, and L. A. Walker.

**High school inspectors**—J. C. Jonason and R. E. Rees.

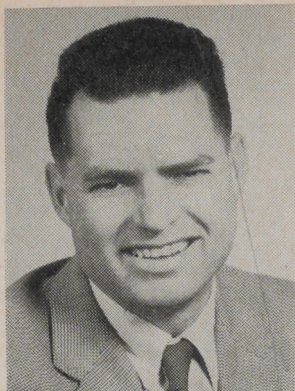
**Form of Convention**—Workshop sessions and panel discussions on theme, Principles and Practices of Modern Education.



J. R. WRIGHT

**Entertainment**—Banquet.





C. A. MAY



A. O. AALBORG



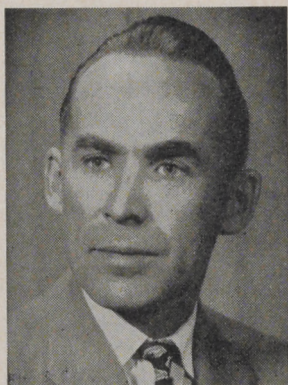
D. M. LAMPARD

**Calgary District—October 31 and November 1 at The Palliser**

**Locals**—Calgary Rural, Calgary Suburban, Drumheller, Foothills, Macleod, Mount Rundle, Olds, Three Hills, Turner Valley, Vulcan, and Wheatland.

**Convention officers**—E. T. Wiggins, Didsbury, president; H. Gray, Claresholm, secretary.

**Visiting speakers**—Otis A. Crosby, Alberta Teachers' Association guest speaker; M. O. Edwardh, Department of Education; Stanley Norris, Faculty of



M. O. EDWARDH



# "HOW TO CATCH A COLD"

by Walt Disney Productions



Copyright 1951, Walt Disney Productions

**16mm. sound and colour film presented free by Kleenex\* tissues**

Teach your youngsters cold prevention in ten delightful minutes of Walt Disney fun. They'll enjoy the antics of lovable Common Sense and bungling Common Man. Even if youngsters have seen this film before, a repeat performance is a valuable review of good health rules.

## 2 Added Attractions

### HEALTH PLEDGE for grades 2, 3 and 4

"I Promise Common Sense" is a health pledge for youngsters to sign and keep; it lists the lessons taught in the film.

### POSTERS highlights of the film

Six full-colour posters, 14 x 20 inches, for classroom or school bulletin board.

☐ \*Reg. Trade Mark ☐

**CLIP AND MAIL TODAY!**

Educational Dept. AT-575

Kimberly-Clark Products Ltd.,

50 King St. W., Toronto, Ont.

Please send me free on short-term loan (except for return postage) the 16mm. sound film "How To Catch a Cold"

Day wanted (allow 4 weeks) ..... 2nd Choice (allow 5 weeks) .....

3rd Choice (allow 6 weeks) .....

In addition please send:

..... copies of "I Promise Common Sense" (for grades 2, 3 and 4).

..... sets of posters (large schools may require more than one set).

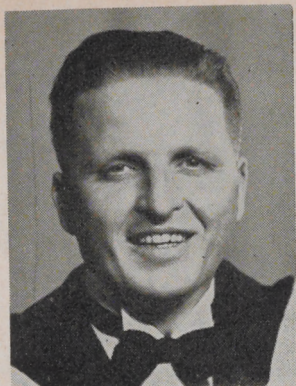
Name .....  
(Please Print)

School .....

Street .....

City ..... Prov. ....





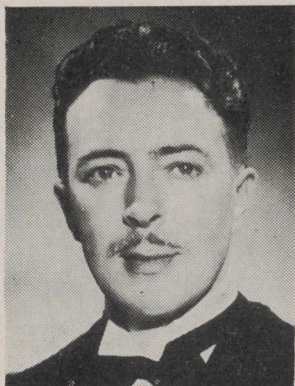
E. T. WIGGINS

Education; Eric C. Ansley, Alberta Teachers' Association.

**Superintendents**—E. H. Bliss, W. R. Dean, G. F. Hollinshead, M. Holman, S. W. Hooper, W. S. Korek, J. C. Jensen, C. M. Lavery, A. L. Schrag, and G. L. Wilson.

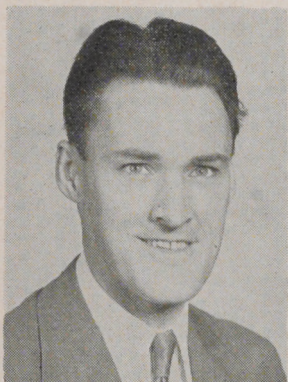
**High school inspectors**—L. B. Johnson and L. W. Kunelius.

**Form of convention**—Panels and discussions on theme, Individual Differences.



H. GRAY

**Southeastern Alberta—November 4 and 5 at Medicine Hat Composite High School**



E. McKENZIE



F. ENNS



Teen-agers are reading more than ever before . . .

They're reading better books than ever before . . .

They're discovering that reading is fun...through the..

## TEEN AGE BOOK CLUB OF CANADA!

**WHAT IS THE TEEN AGE BOOK CLUB OF CANADA?** As you have probably heard, the Teen Age Book Club of Canada is the unique, classroom-tested plan which makes it possible for students in grades 7-12 to obtain and own a wide variety of inexpensive pocket-size books. Members may choose each month from 16 titles selected, by a board of reading specialists, both for youth appeal and literary merit.

**Free dividends** are one of the most popular features of the Club. For every four books purchased, members may choose one book free at the end of the term.

**Little work for the teacher.** A classroom Teen Age Book Club is organized so that in many cases students can run it themselves, with little or no work on the part of the teacher.

**Club improves reading taste.** The bright, colorful covers of TAB Club books have an instant appeal for teen-age readers.

Teachers and librarians report students will read books in TAB Club editions when they would show little interest in more formidable appearing editions. Result: wider reading of better books. Typical of the more than 160 selections to be offered this year are these titles from the September-October list: *Scarlet Royal*, Anne Emery; *Big Red*, Kjelgaard; *Black Arrow*, Stevenson; *Hunchback of Notre Dame*, Hugo; *Invisible Man*, Wells; and *Sue Barton*, *Student Nurse*, Boylston.

**Starting a Club is easy.** A handy kit of materials containing everything you need is supplied free. This includes (1) colorful Wall Poster; (2) TAB NEWS, a 4-page bulletin containing Club news and descriptions of coming books; (3) Memo to Teachers, containing professional information—such as reading levels, recommended list data, etc., on each month's books; (4) a simple, easy-to-follow set of instructions.

**Guide your students to more and better reading  
with an easy-to-operate Teen Age Book Club.**

**FREE**  
—everything  
you need  
to start a  
**TEEN AGE  
BOOK CLUB**  
in your class.  
Just fill out  
coupon at right.

Teen Age Book Club of Canada	
462 Front Street West	
Toronto 2B, Ontario	
I am interested in starting a Teen Age Book Club in my class. Please send, without cost or obligation, the free kit of materials described above.	
Teacher's Name _____	
School _____	
School Address _____	
City _____	Province _____
C-71	



**Locals**—E.I.D., Foremost, Medicine Hat City, and Medicine Hat Rural.

**Convention officers**—Fred Enns, Foremost, president; Edwin McKenzie, Medicine Hat, secretary.

**Visiting speakers**—Otis A. Crosby, Alberta Teachers' Association guest speaker; Hon. A. O. Aalborg, Department of Education; J. D. Aikenhead, Faculty of

Education; Eric C. Ansley, Alberta Teachers' Association.

**Superintendents**—O. P. Larson, J. A. McKay, and L. D. Nelson.

**High school inspector**—C. B. Johnson.

**Form of convention**—General sessions and workshop groups.

**Entertainment**—Banquet and dance.

## Hanna—November 7 and 8 at Hanna High School

**Locals**—Acadia and Sullivan Lake.

**Visiting speakers**—Otis A. Crosby, Alberta Teachers' Association guest speaker; M. O. Edwardh, Department of Education; W. E. Hodgson, Faculty of Education; W. Roy Eyres, Alberta Teachers' Association.

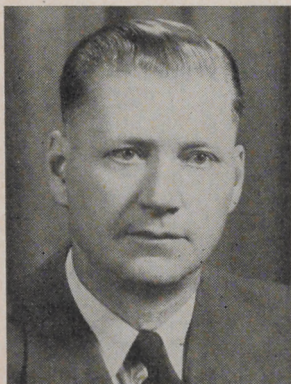
**Superintendents**—W. G. Hay and C. M. Ward.

**High school inspector**—L. W. Kunelius.



W. E. HODGSON

## Castor - Neutral Hills—November 7 and 8 at Coronation



A. B. EVENSON

**Locals**—Castor and Neutral Hills.

**Convention secretary**—Howard Baker, Coronation.

**Visiting speakers**—Otis A. Crosby, Alberta Teachers' Association guest speaker; A. B. Evenson, Department of Education; H. A. MacGregor, Faculty of Education; W. Roy Eyres, Alberta Teachers' Association.

**Superintendent**—A. E. Kunst.

**High school inspector**—E. D. Hodgson.



## Edmonton City—February 3 and 4, 1958

**Locals**—Correspondence School, Edmonton Elementary, Edmonton Junior High, Edmonton High, Edmonton Separate, and West Jasper Place.

**Convention secretary**—D. L. Petherbridge, Edmonton.

**Superintendents**—H. E. Beriault, A. A. O'Brien, W. P. Wagner, and C. B. Willis.  
**High school inspector**—R. E. Rees.

Visiting speakers and other details to be announced later.

## Calgary City—February 6 and 7, 1958

**Locals**—Calgary City and Calgary Separate.

**Convention secretary**—Miss Phyllis M. Light, Calgary.

**Superintendents**—R. A. Cannon, and R. W. Warren.

**High school inspector**—L. W. Kunelius.  
Visiting speakers and other details to be announced later.

## Executive Council By-Elections

By-elections will be held during November to fill the unexpired terms on the Executive Council of the Alberta Teachers' Association of the vice-president and of the district representatives for the Southeastern Alberta and Southwestern Alberta constituencies.

A candidate for the office of district representative for the Southeastern Alberta constituency, for the term expiring at Easter, 1958, may be nominated by the following local associations: Acadia, E.I.D., Foremost, Medicine Hat, Medicine Hat Rural, and Sullivan Lake.

A candidate for the office of district representative for the Southwestern Alberta constituency, for the term ex-

piring at Easter, 1959, may be nominated by the following local associations: Crow's Nest Pass, Lethbridge City, Lethbridge District, Macleod, Pincher Creek, St. Mary's River, Taber, and Warner.

A candidate for the office of vice-president, for the term expiring at Easter, 1958, may be nominated by any local association.

Nomination and acceptance forms will be sent to the secretaries of local associations. Where changes have been made in local secretaries, head office should be advised immediately. **The closing date for receipt of nominations will be October 19, 1957.**

## MONEY MEANS INDEPENDENCE

Some day either your family will need money to replace your earnings or you yourself will need an income for retirement. Sun Life insurance can provide both. Call a Sun Life man today.

## SUN LIFE ASSURANCE COMPANY OF CANADA

*Coast to Coast in Canada*



# A re you taking full advantage of a progressive policy?

In each province from the Atlantic to the Pacific, Departments of Education realize the importance of film and filmstrips to you, the teacher. Within reasonable limits your Department will give what you ask for in the way of loan film or will assist you to establish your own library of film and filmstrips. Are you taking full advantage of their progressive policy?

## A FEW OF OUR

### International award winners



Nitrogen Cycle  
Digestion  
Introduction to the Frog  
Primitive People

How Television Works  
Mediaeval Castle  
Day and Night  
Sound

External Respiration

### Our Junior Botany Series



Re-edited in a simplified form from material contained in our Plant Physiology and Anatomy films. (Silent—B/W)

Germination and Growth of a Plant  
Fruits Broadcast by Animals  
Fruits Broadcast by Explosion  
Fruits Broadcast by Wind  
Fruits That Bore Into the Earth

Flowers  
Fruits  
Leaves  
Pollination  
Roots  
Stems

### Recent film strips



Hamlet  
Henry V  
Oliver Twist

In the Tropics—Part 1  
In the Tropics—Part 2  
Nigerian Arts and Crafts

Write to:

Visual Education Division,  
Rank Film Distributors  
of Canada Ltd.,  
277 Victoria Street,  
Toronto 2, Ontario.



Please send, without obligation, the following literature. (Check requirements)

- ( ) 1957 Film Catalogue
- ( ) Filmstrip Catalogue
- ( ) Information of latest filmstrip projection equipment
- ( ) Filmstrip News containing information of new releases
- ( ) I wish to receive Filmstrip News as a regular service

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_



# ***Electoral Ballots, 1957***

The Executive Council of The Alberta Teachers' Association requests that, in accordance with By-laws 69, 70, 71, 72, 73, 74, 75, and 76, the following proposed amendments to and deletions of the General By-laws of the Alberta Teachers' Association be submitted to the members of the local associations in general meeting. Secretaries of local associations will receive electoral ballot forms, which must be signed by the president and secretary, and must be received by head office not later than December 2, 1957.

## **Electoral Vote No. 1 of 1957**

### **Present by-law**

7. (1) There shall be established and maintained a special fund to be known as The Supplementary Pension Fund of the Alberta Teachers' Association (in this By-law called The Fund), for the purpose of providing certain retired teachers with pension in addition to pensions under *The Teachers' Retirement Fund Act*, as amended from time to time.
- (2) The Fund shall be established and maintained by a levy of up to one-half ( $\frac{1}{2}$ ) of one (1) percent of the salaries of all members of the Association, and the amount of such a levy may be reviewed yearly, provided that by resolution of the councillors at any Annual General Meeting the said levy may be discontinued at any time between December 31, 1954 and December 31, 1958, if, in the opinion of the said councillors, sufficient reserves will be available, at the time of such discontinuance, to provide for the estimated requirements of The Fund.
- (3) The aforesaid levy shall be deemed to be additional membership dues payable as provided in Section 11 (1) of *The Teaching Profession Act*.
- (4) The Executive Council shall be charged with the adminis-

tration of The Fund and shall invest, maintain, disburse and manage the same as herein-after set forth and subject to such regulation as the Executive Council may establish not inconsistent herewith.

- (5) The Executive Council shall disburse The Fund by monthly payments as follows: to each teacher who retired before April 1, 1948, and receives a pension under *The Teachers' Retirement Fund Act*, such amount as, when taken together with said pension will provide him with a total pension of sixty-five dollars (\$65.00) per month.
- (6) The said supplementary pension shall be paid upon application and without a means test, and the teachers who are eligible for pension under The Supplementary Pension Fund shall be notified that they are eligible for benefits.

### **Proposed amendment**

It is proposed that By-law 7 be deleted in its entirety.

### **Explanatory note**

The 1955 Annual General Meeting directed that deductions for The Supplementary Pension Fund of the Alberta Teachers' Association be discontinued at the earliest possible date. Members of the Association ceased to contribute to the Fund, February 29, 1956. The Executive Council therefore directed that an elec-



Send coupon below for these FREE

# Life Insurance Teaching Aids

—you will find them most helpful.

Here is information that will be of life-long value to your pupils! Each of these teaching aids is prepared in interesting, easy-to-follow form. Their usefulness both to teacher and pupils has been demonstrated in many Canadian schools. Check the following list.

## BOOKLETS

**Life Insurance—A Canadian Handbook (1957 Revision)**—Available in both English and French. An 80-page illustrated booklet furnishing a brief outline of the fundamentals of life insurance. Answers numerous questions which are frequently asked by teachers, students and the public generally. **One copy free** to any teacher.

**The Story of Life Insurance**—A 20-page illustrated booklet telling the history of and fundamental facts about life insurance in simple terms. Available for useful distribution in quantity, free.

**Problems in Life Insurance**—A teacher-student workbook unit of value in Business Practice and Mathematics classes. One complete unit free to a teacher; student portion available free in quantity.

**Invitation to Youth**—Careers in life insurance are discussed in this 34-page booklet. Whether it's selling or special Head Office services, here is a picture of Life Insurance as a lifetime occupation. Available in class sets, free.

**A Miss and Her Money**—A very informal and readable 20-page illustrated booklet, for teen-age girls. Offers useful tips on earning, budgeting and saving money. Available for useful distribution in quantity, free.

**Money in Your Pocket**—This illustrated, 20-page booklet for boys deals with simple fundamentals of money management and life insurance. Written in a bright, entertaining style. Available for useful distribution in quantity, free.

## FILM STRIPS

**Careers in Canadian Life Insurance Underwriting**—A 50-frame film strip in black and white, on the career of the life underwriter, for use in guidance classes. One print and one teaching manual free to each school.

**The Life Insurance Story—Part I**—Available in both English and French. Reveals interesting facts, similar to those in "The Story of Life Insurance" booklet, through the highly effective film-strip medium. One 36-frame print and one teaching manual free to each school.

**The Life Insurance Story—Part II**—Available in both English and French. This film strip deals with the various classes of life insurance, the calculation of premium rates, types of policies and their uses, etcetera. One 42-frame print and one teaching manual free to each school.

**The Life Insurance Story—Part III**—Available in both English and French. Deals with the different kinds of life insurance companies, their operations, and the foreign business of Canadian companies. One 31-frame print and one teaching manual free to each school.

To obtain any of these **FREE** teaching aids, simply tear out this advertisement, indicate items desired, marking quantity needed for each, and fill in the information requested below:

Name of teacher ordering .....

Grades and subjects taught .....

Name of principal ..... Name of school .....

Address of school ..... Approx. enrolment .....

Send your order to

Educational Division

**THE CANADIAN LIFE INSURANCE OFFICERS ASSOCIATION**

302 Bay Street, Toronto, Ontario.



toral ballot be submitted authorizing deletion of By-law 7, and recommends concurrence in the deletion.

## **Electoral Vote No. 2 of 1957**

### **Present by-law**

37. Except as herein otherwise provided each member who has paid his fees for the calendar month preceding the counting of the ballots shall be entitled to vote in the election of the Executive Council.

### **Proposed amendment**

37. Except as herein otherwise provided, each member, who has paid his fees for the month of November preceding each election of the Executive Council, shall be entitled to vote in such election.

### **Explanatory note**

The Executive Council has recommended this amendment, because it provides a definite date establishing eligibility to vote. The present by-law does not set a definite cut-off date, nor give sufficient time to prepare an accurate voting list, whereas the proposed amendment would overcome both of these objections to some extent.

## **Electoral Vote No. 3 of 1957**

### **Present by-law**

45. An alphabetical list of the names of members of the Association as enrolled on the preceding January 31 shall be published in each February issue of *The ATA Magazine*, and a notice shall be inserted in the December and January issues that such a list will be published. Should the name of a member be omitted from the list it shall be such member's responsibility promptly to notify the general secretary-treasurer, who shall thereupon place the member's name upon the list.

### **Proposed amendment**

45. An alphabetical list of the names of members of the Association, in good

standing, as at November 30 in every year, shall be published in the month of February, next following, and a notice shall be inserted in two consecutive issues of *The ATA Magazine*, informing the members of how such list shall be published. Should the name of a member be improperly omitted from the list, it shall be such member's responsibility to notify the general secretary-treasurer promptly, who shall thereupon place the member's name on the list.

### **Explanatory note**

The Executive Council recommends concurrence in the amended by-law, for purposes of administration.

## **Electoral Vote No. 4 of 1957**

### **Present by-law**

70. Any amendment proposed by the Annual General Meeting or a local (which shall be deemed to express the principle in draft form) shall be considered by the Executive Council at its first meeting following the last day of June. Thereupon, the Executive Council shall have the right to determine the final draft of such proposed amendment, provided however that the Executive Council shall not alter the principle, or purpose, or intention of such proposed amendment. Upon determination of such final draft or of the Executive Council's own proposed amendment, the Executive Council shall instruct the general secretary-treasurer to prepare copies thereof for submission on an electoral ballot form to the locals.

### **Proposed amendment**

70. Any amendment proposed by the Annual General Meeting or a local (which shall be deemed to express the principle in draft form) shall be considered by the Executive Council at its first meeting following the last day of May. Thereupon,



**YOURS FOR THE ASKING—VALUABLE  
TEACHING MATERIAL FOR YOUR CLASSES**

**Use this page as your order form.** Mail it (or bring it) to your nearest branch of The Canadian Bank of Commerce — or mail to: The Secretary, The Canadian Bank of Commerce, Head Office, Toronto. Be sure to enclose your name and address.

QUANTITY REQUIRED

## 1. Natural Resources Map of Canada

Printed in black and white, 12¼" x 17½", A-36  
English only .....

## 2. Historical Pictures

Size 12" x 14"; English only

- (a) "An Early Maritime Fishing Station", A-37....  
(b) "Early Pioneer Fur Trading Settlement", A-38  
(c) "A Mining Camp of the 'Nineties' ", A-39.....

### 3. Booklets on Agricultural Subjects

Designed for farmers. Found useful for teaching agriculture to Grades 7 and 8, and in Secondary Schools. Illustrated.

- (a) **"THE MILKY WAY TO MORE PROFITS"**  
Cutting unit costs on dairy farms.....
- (b) **"WATER WORKS WONDERS"**  
Farm water supply.....
- (c) **"SOMETHING TO CROW ABOUT"**  
Poultry Management.....
- (d) **"AN OUNCE OF PREVENTION"**  
Animal health is important.....
- (e) **"FOOD FOR THOUGHT"**  
Conservation farming pays.....
- (f) **"PLANT IT... ENJOY IT"**  
Gardening hints around the home.....
- (g) **"SWITCH ON THE POWER"**  
Farm electrification.....
- (h) **"TREES ON THE FARM"**  
Value of woodlots and shelter-belts.....
- (i) **"KEEP THEM RUNNING"**  
Upkeep of farm machinery.....
- (j) **"START THEM YOUNG"**  
Club work for farm youth.....
- (k) **"GOOD BREEDING SHOWS"**  
Better breeding of livestock.....
- (l) **"KEEPING THE FARM IN THE FAMILY"**  
Father and son in partnership.....

## BANKING FORMS FOR SCHOOLS

To obtain, free, a selection of banking forms for classroom use, check here for a Requisition Form giving complete list of forms available; English only .....

English

French

## THE CANADIAN BANK OF COMMERCE

MP-507



the Executive Council shall have the right to determine the final draft of such proposed amendment, provided however that the Executive Council shall not alter the principle, or purpose, or intention of such proposed amendment. Upon determination of such final draft or of the Executive Council's own proposed amendment, the Executive Council shall instruct the general secretary-treasurer to prepare copies thereof for submission on an electoral ballot form to the locals.

#### Explanatory note

The Executive Council now holds its summer meeting in early June, and this amendment will overcome the necessity of holding a special meeting in July, which the present by-laws require, if a request for an electoral ballot were submitted by a local association during the month of June.



## The Byline Beat

(Continued from Page 4)

be able to supply mats of the pictures we have used.

Too many teachers speak pious platitudes, seems to be what J. R. White, president of Imperial Oil Limited, had in mind in his talk to the Canadian Teachers' Federation. Maybe Mr. White has something there. Seems to us, we have heard of 'pedagose' and 'institutionalized comment' before.

Ernie Hodgson, formerly superintendent of schools for the County of Grande Prairie, and currently high school inspector, says beginners should be firm first and ease off later. Sage advice—even for the older hands.

By-elections have become necessary, what with losing Bill McGrath, former vice-president, to the superintendency in Peace River, Frank Riddle to the superintendency in East Smoky, and Bob McIntosh from Taber to Bentley High School.

Four electoral ballots require your consideration. You will be voting on them at your fall conventions.

And now, as they say, "Let's put this issue to bed."

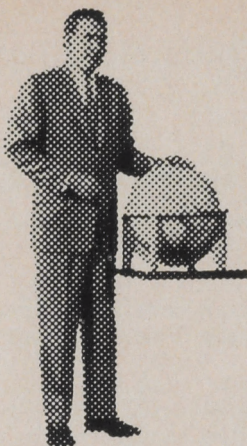
Compliments of . . .

## **King Edward Hotel**

FEATURING OUR NEW GRILL ROOM

Edmonton, Alberta





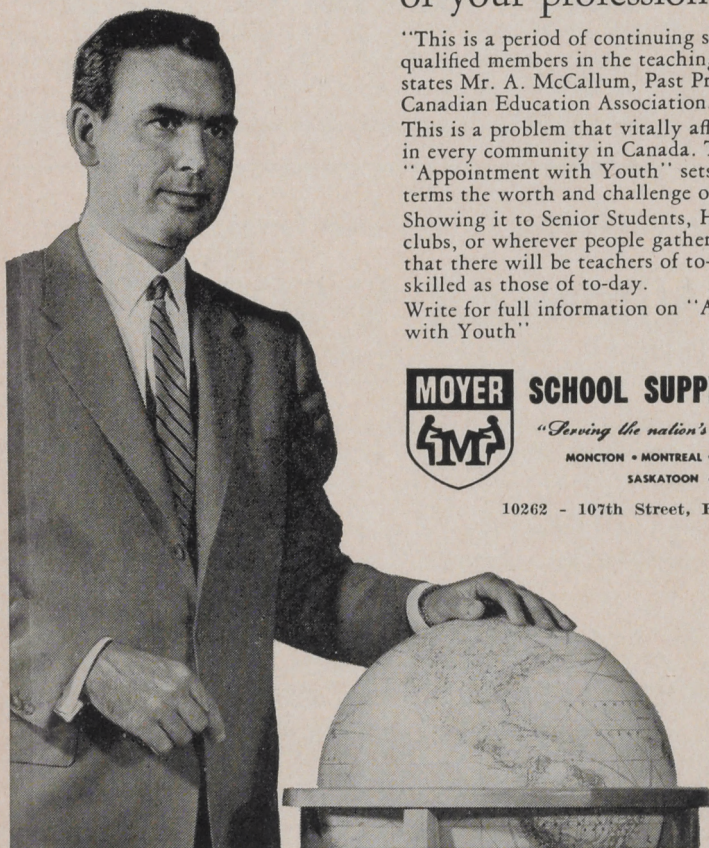
## What about the to-morrows of your profession?

"This is a period of continuing shortage of qualified members in the teaching profession", states Mr. A. McCallum, Past President of the Canadian Education Association.

This is a problem that vitally affects every person in every community in Canada. The film "Appointment with Youth" sets forth in human terms the worth and challenge of teaching.

Showing it to Senior Students, Home and School clubs, or wherever people gather, will help ensure that there will be teachers of to-morrow as skilled as those of to-day.

Write for full information on "Appointment with Youth"



**SCHOOL SUPPLIES LIMITED**

*"Serving the nation's Schools since 1884"*

MONCTON • MONTREAL • TORONTO • WINNIPEG

SASKATOON • EDMONTON

10262 - 107th Street, Edmonton, Alberta



*Poetry for today's classes . . .*

# Poems for Boys and Girls

*Compiled by Miss Grace Morgan*

**Book One for grades 1 to 3**

**Book Two for grades 4 to 6**

A helpful pamphlet on the teaching of poetry is available  
without charge from the publishers.

**THE COPP CLARK PUBLISHING CO. LIMITED**

**Vancouver**

**Toronto**

A new addition to the Viewlex family

## VIEWLEX V-500

For filmstrips and 2x2 slides

Usual fine Viewlex features plus a take-up attachment

This projector does not replace the V-2 series, but instead offers added  
features that will appeal to many teachers

*For details or demonstration, apply to*

**DIVISION OF VISUAL INSTRUCTION**

**DEPARTMENT OF EXTENSION**

**University of Alberta**

**Edmonton, Alberta**





## Official Bulletin, Department of Education

### No. 181

The following publications are being distributed to school board offices during August and September. Any teacher who fails to receive the bulletins he needs should inquire from the superintendent or secretary-treasurer in his area.

#### Senior High School

Senior High School Handbook (1957-58)  
Curriculum Guide for English (1957)  
Curriculum Guide for Health and Personal Development 10 (1957)

New Supplement to Science 10 and 20 (1957)

Physical Education for Junior-Senior High School (1957)

Mathematics 31 (5 credits)

#### Junior High School

Community Economics (1957)

Curriculum Guide for Dramatics (1957)

#### Elementary School

Bulletin 2b, Science, 1957

Supplement to Classroom Aids for Teachers

## A FILM on Alberta's GAS industry

Is available for showings to schools, service groups and associations. If you would like to have a print of the film "Meet Your Gas Company" for showing at any time, contact either of our film library departments by phone or mail. This is a 16 mm. color film with sound—running time approximately 30 minutes.



**NORTHWESTERN UTILITIES, LTD.  
EDMONTON**

**CANADIAN WESTERN NATURAL GAS  
COMPANY LTD.  
CALGARY**



## Let Me Talk To Beginners

*(Continued from Page 13)*

ideas out of the past, his kind but firm discipline, his personal clothing and cleanliness, his insistence on good work and work habits, his happy class atmosphere, his willingness to adapt general rules to special student cases, his well-organized class work, his thorough checking and rechecking of student work—in short, his practical wisdom.

The beginner could probably adopt this as a general attitude: "I'll teach my students as well as I can, by as many methods as possible. Whatever I can do for some of them indirectly and additionally by way of character training, I'll be happy to do, too. I'll try to create the circumstances in which good character is encouraged by precept and example."

For the beginner, the above distinction about character education is a very useful one, for there are teachers who feel that they are doing a good job on students' characters but who have not really concerned themselves for years about their own teaching efficiency or general scholarship. They do not realize that good intentions towards students are not enough. They do not realize that a teacher needs to be a business man as well as a missionary. We might go further than that and sum up this part of our discussion by saying that, if the teacher is businesslike in teaching for and looking for results—but not results alone—then the teacher's influence on the child's character is likely to be a good one.

### Leave room to manoeuvre

A second distinction the beginner will have to develop for himself is the distinction between what issues are going to be regarded as minor irritations and what issues are going to be the subject of last-ditch stands.

I think it is fair to say that more

teachers have got themselves into real trouble over this distinction than over any other single matter in school affairs. "This is a small thing, but it's a matter of principle", says the teacher. "It's a small thing, but it's a matter of principle with me, too", says the parent. And the battle is on. Then into the battle is invited the school principal or school superintendent. Both battlers have backed into a corner, but they expect the principal or superintendent to get them both out without loss of face; that is, they have needlessly and heedlessly involved both the time and the prestige of a third person.

The point of my remarks is that there are very few things in school conduct and administration upon which it is wise to take a last-ditch do-or-die stand.

If a beginner is discussing his teaching program with his principal, a Christmas concert with parents, a promotion of a child, or a discipline case with a parent, there are two principles and two principles only that he must follow: "keep the temperature low" and "always leave room to manoeuvre". Don't make statements unless you have the facts to back them up. Don't carelessly give ultimatums that can be enforced only by going through a crisis. Don't make real issues out of minor problems. Keep your perspective. Leave yourself room to move around.

I am not suggesting that anyone should bend this way and that like a willow in the wind. Not at all. You can find good solutions to problems without getting into quarrels. Don't confuse bluster for evidence, rudeness for vigour, stubborn stupidity for firmness—on either side of the question. It is possible to be firm and calm. It is possible to be vigorous and agreeable, steadfast and wise, a proponent without being an opponent.

And, if through the years the teacher uses good judgment and maintains good relations with all, he will have the thanks of all. He will have learned something of the art of good human relations. He will be a teacher in the very best sense of the word.

---

E. D. Hodgson is an inspector of high schools stationed at Red Deer.

---



# the BAY . . . the STORE with 5 CREDIT PLANS tailored to suit YOUR NEEDS!

Here are our 5 easy Credit Plans:

- ✓ Monthly Charge Account
- ✓ Deferred Payment Plan
- ✓ Budget Account
- ✓ Budget Card Account
- ✓ Deposit or Layaway Plan

Whatever plan you use . . . you'll find that shopping on Credit is the easiest method in town . . . when you shop at the Bay!  
5 plans to choose from . . . designed with **You** and Your Budget in mind!

## Hudson's Bay Company.

INCORPORATED 2<sup>ND</sup> MAY 1670.



### *Announcing Our New* **Grade X—Ancient and Medieval Social Studies Workbook and Guide**

*by McPherson*

This NEW workbook and guide has been formulated to accompany the text, "ANCIENT AND MEDIEVAL WORLD", by Rogers et al. It is complete and thorough, containing ten parts, each part consisting of a Summary or Introduction, Workbook proper, Review Questions, Review Test, and References. At the end of the book there are three Final Review Examinations. An excellent series of graphs, charts and maps will be found throughout the book. The author, Norman McPherson, B.A., B.Ed., is well known for his excellent works and guides in high school Social Studies. The book is considered a most essential guide for every Grade X student.

Price, postpaid \_\_\_\_\_ \$1.50  
Answer Book (teachers only) \_\_\_\_\_ .50

(see our catalogue for class discount rates)

## WESTERN EXTENSION COLLEGE LTD.

312 Twenty-Second Street East

Saskatoon, Sask.



# Get this booklet **FREE!**



THE

## "Romance of Tea"

For Teachers of GEOGRAPHY,  
HISTORY, SOCIAL STUDIES,  
HOME ECONOMICS

21 pages of factual and fascinating information on the history of tea from 2737 B.C. to the present . . . where and how tea is produced and processed . . . recipes and menu suggestions. Over 40 illustrations . . . maps . . . charts. No advertising. Available in English and French. Send in coupon below for your copies!

To: Tea Council of Canada,  
Dept. TM, 50 King St. W., Toronto, Ont.

Gentlemen: Please send me \_\_\_\_\_ copies of your free booklet  
"The Romance of Tea".

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

## THE MACDONALD

Canadian National Hotels  
Limited

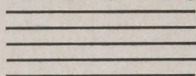
Special rates for ATA District  
conventions in October

Single with bath	\$6.50 per day
Double with bath	\$8.50 per day
Three in room with bath	\$10.00 per day
Single with running water (1 person)	\$5.00 per day
Double with running water	\$7.00 per day
Three in room with running water	\$8.25 per day

Enjoy the convenience of a room  
in your convention hotel.

Our air-conditioned cafeteria features the service of good food at reasonable rates.

## Year Books



for  
SCHOOLS  
LARGE  
AND  
SMALL

We  
Produce  
All Types  
of  
Printing

**COMMERCIAL  
PRINTERS LTD.**

EDMONTON



IMAGINE—

use only WATER!

We are talking about REEVES

## NU-MEDIA TEXTILE PAINTS



**VIVID and WASHABLE**

Use only water

TO MIX      TO CLEAN UP

12 Brilliant colours & Toner

- For free hand painting
- For silk screen
- For stencilling

Send for free descriptive leaflet  
and prices

## REEVES & SONS (Canada) LTD.

496 Gilbert Avenue, Toronto 10

## STUDENTS' STORY OF CO-OPERATION

*Free copies of this new  
pamphlet are available to  
teachers or students  
writing*

The Publicity Department  
Alberta Wheat Pool  
Calgary, Alberta



## ALBERTA WHEAT POOL

"Farmer-owned Co-operative"

### The Neighbors

By George Clark



Reg. U. S. Pat. Off.  
Copyright 1955 by News Syndicate Co. Inc.

"Think my kids a problem? Wait'll  
I tell you the pranks I used to play  
when I was in school!"

(Reprinted by permission of the Chicago Tribune-  
New York News Syndicate, Inc.)

## OUR NEW CATALOGUES

are now available

Be sure to get your copies. You  
will find them interesting and help-  
ful.

- No. 43—Authorized Textbooks,  
School and Office Supplies
- No. 43A—Plays and Entertain-  
ments
- No. 43RG—Teaching Material and  
School Aids
- No. 43SH—Science and Chemistry  
Material, High School
- No. 43SI—Science and Chemistry  
Material, Intermediate

## F. E. OSBORNE LIMITED

CALGARY

Established 1905

Alberta's Largest School  
Supply House





working  
with Canadians  
in every walk  
of life since  
1817 . . .



**BANK OF MONTREAL**

*Canada's First Bank*

SAY YOU SAW IT IN THE ATA  
MAGAZINE!

## Let's Personalize Education

(Continued from Page 11)

for a small payment. Neither is education. They are outgrowths of the community—products of its total situation.

And I think that this is the primary reason for the great interest businessmen are taking in education today. It is not merely that some of us have become aware of relative rates of output of technical personnel here and abroad, or that some are experiencing shortages of specially trained help. These are indeed shocking discoveries.

But they reveal something deeper, that the community has been failing in its educational function, and I believe it is the knowledge of some shortcoming in its performance—a feeling of guilt, if you like, that is behind the great revival of interest in education.

I have said it before and say again that the extent to which we capitalize on this revival will depend largely on the leadership given to the community by its teachers. Teachers are taking that lead. They were largely responsible for launching the Canadian Conference on Education which will be held next February and which quickly won the support of 19 other organizations and associations.

If the teachers' follow-through is as good as their approach, we need have no fear for the future.

# Henry Birks & Sons (Western) Ltd.

## *Jewellers and Silversmiths*

School and Class Pins and Rings

Calgary  
Telephone AM 2-9515

Edmonton  
Telephone 23496

CATALOGUE ON REQUEST



ALWAYS

*at your service*



The Palliser, too, is a teacher—for after one visit most everybody learns that The Palliser is the place to stay. Fine service and delightful cuisine.

# The Palliser

**FIELD, HYNDMAN, FIELD,  
OWEN, BLAKEY & BODNER**

Barristers and Solicitors

Solicitors for the  
Alberta Teachers' Association

516 McLeod Building Telephone 48061  
Edmonton, Alberta

*for your  
consult*

## SCHOOL YEAR-BOOK



*McDermid Studios Ltd.*

10024 101 STREET TELEPHONE 26777

★ PHOTOGRAPHY. ART & ENGRAVING

## MUSIC FOR ALL and ALL OCCASIONS

All school Musical Requirements  
Victor Records, Rhythm Band  
Instruments and Music

**FISHER'S MUSIC SUPPLY**

130 - 8th Ave. West CALGARY  
(3 doors East Bank of Montreal)

## FREE CATALOGUE

SENT ON REQUEST

- SCHOOL SPECIALTIES
- BOOKS AND SCHOOL SPECIALTIES FOR  
MODERN CAKE DECORATING  
HOUSEHOLD SCIENCE COURSES  
COOKING CLASSES AND  
SCHOOLS OF HOME ECONOMICS
- EDUCATIONAL DANCE RECORDINGS
- SPOKEN ARTS RECORDS

Write To:

**EDUCATIONAL SERVICES REG'D**

P.O. BOX 1725 — QUEBEC 2, QUE.

## DELOITTE, PLENDER, HASKINS & SELLS

CHARTERED ACCOUNTANTS

EDMONTON

701 Financial Building  
10621 - 100 Avenue

Telephone 48225

CALGARY

108A - 8 Avenue W.  
Telephone AM9-5623

NEW AND REBUILT TYPEWRITERS  
AND ADDING MACHINES  
ALL MAKES

**FRED JENKINS LTD.**  
Smith-Corona Dealer  
10145 - 103 Street

Phone 21337

Repair Phone 22088

Repairs for all makes of machines

**W. J. STEEL—Florist**

Specialists in Fine Flowers and their  
Arrangement

Store: Elks Bldg., 116 - 7 Ave. W.  
CALGARY

Store Ph. AM 2-2612 Night Ph. CH 3-0803

**J. J. BUTCHART & ASSOCIATES**  
OPTOMETRISTS

Edmonton, Alberta

Woodward Stores Ltd., Telephone 40151  
Westmount Shoppers' Park, Telephone 552868  
J. Butchart, G. O. Haugh, E. A. Soderman



# **The Alberta Teachers' Association**

## **Code of Ethics**

1. The teacher is courteous, just and professional in all relationships.
2. All testimonials and documents presented by a teacher are truthful and confidential.
3. The teacher strives constantly to improve his educational practice.
4. The teacher avoids interfering between other teachers and pupils.
5. Upon each teacher personally and individually rests the responsibility for reporting through proper channels all matters harmful to the welfare of the school.
6. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or homes, obtained in the course of his professional duties.
7. Official business is transacted only through properly designated officials.
8. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by statute.
9. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of The Alberta Teachers' Association.
10. Each teacher is an active participant in the work of his professional organization.
11. The teacher adheres to salary schedules negotiated by his professional organization.
12. The teacher who in his professional capacity is a member of a committee, board, or authority, dealing with education matters or with teacher training or certification, must be elected or appointed by The Alberta Teachers' Association.
13. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant.
14. No teacher accepts compensation for helping another teacher to get a position or a promotion.
15. Unfavourable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.



# Secretary's Diary

## TROUBLE AND MORE TROUBLE

**Dismissals of teachers**—Nine cases of dismissal of teachers were investigated by the office, and three were appealed to the Board of Reference. One case was settled out of court. One appeal was disallowed by the Minister of Education because of a technicality. In the third case, the teacher withdrew his appeal for two reasons—he obtained a better position and he was working on his master's degree program.

**Dismissals of principals**—Six cases of dismissal of principals were investigated. In one case, the school board which had served an unlawful termination of designation to a principal, asked the Minister of Education for permission to give special notice. Apparently, this permission would have been granted. Four cases were settled by mutual agreement and, I believe, to the satisfaction of both parties.

The sixth case was at Taber, where principals have been having troubles for as long as I can remember. This case was appealed to the Minister of Education who appointed S. A. Lindstedt, of the Faculty of Education in Calgary, to investigate the appeal. (Dismissals of principals cannot be appealed to the Board of Reference, although several years ago principals did have the right to appeal.) The inquiry conducted by Mr. Lindstedt started out well enough, with the board giving its reasons for terminating the principal's contract and with the Alberta Teachers' Association having the opportunity to examine and question the evidence, but at the end of what I thought was the investigation, Mr. Lindstedt announced that he intended to speak to one or more members of the board and some parents confidentially and privately. I objected to this sort of thing, and so did Mr. Owen, our solicitor, who had accompanied me to Taber. Mr. Lindstedt could see nothing wrong with getting evidence in this way and finally assured Mr. Owen and me that we would be given an opportunity to examine any new evidence. We saw Mr. Lindstedt the next day, but were not informed about any additional evidence. I left Taber certain that this was one case we couldn't lose. My opinion, of course, was based on the evidence presented at the inquiry, and on the fact that we had not heard from Mr. Lind-



stedt. When I received a letter from the Minister saying that the board's action was being allowed, I assumed that Mr. Lindstedt must have based his recommendation to the Minister on evidence he had dug up around Taber, and not on the evidence submitted by the board at the formal inquiry.

I have never thought that it is right and proper for the person who does the sleuthing to act as judge and jury also. The Alberta Teachers' Association is protesting the results of this inquiry.

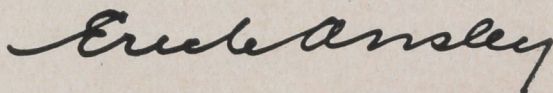
**Transfers of teachers**—Several complaints of transfers were investigated. You know, of course, that the Alberta Teachers' Association can do absolutely nothing about a proposed transfer, except to appeal to the board that made the transfer. The board's decision is final and cannot be appealed. This seems to be what the Alberta School Trustees' Association wants in all cases of dismissal and transfer. The Alberta Teachers' Association is convinced that every teacher is entitled to a fair trial in case of dismissal or transfer. In court, a fair trial includes the right to appeal any decision to a higher court, not to the judge who made the decision in the first place.

**Probationary period of one year**—A school board can now fire any teacher at its sole discretion if the teacher has been employed less than twelve months. The teacher cannot appeal the dismissal. This is the only thing I can think of that the Alberta School Trustees' Association has ever done to encourage teachers to remain where they are, and not to move from school to school where salaries and other working conditions are more attractive.

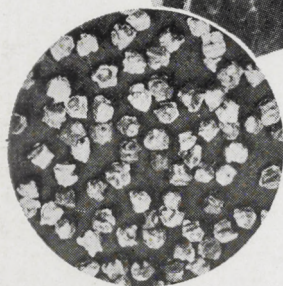
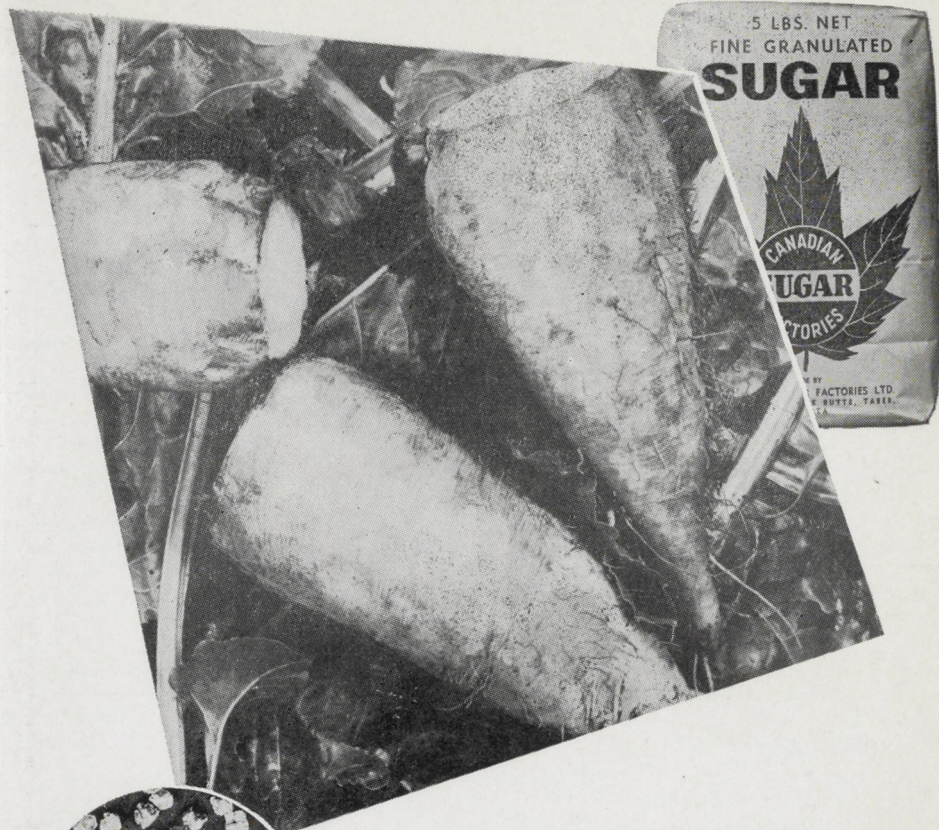
**Discrimination in creed and race**—When school opened on Tuesday at Vimy, in the Westlock School Division, a teacher was not allowed to enter her classroom because it was alleged that she could not teach catechism and French. The teacher returned to her classroom on Thursday with the support of the divisional board.

At Breton, in the Leduc School Division, one or more citizens objected to the board's employing a teacher because of her race. The school board, however, confirmed the teacher in her position.

Both the Westlock and Leduc boards are to be commended for the firm stand they have taken in regard to discrimination with respect to creed and race.







"Energy for Breakfast" the story of growing and refining sugar in Western Canada is available free on request. Write to

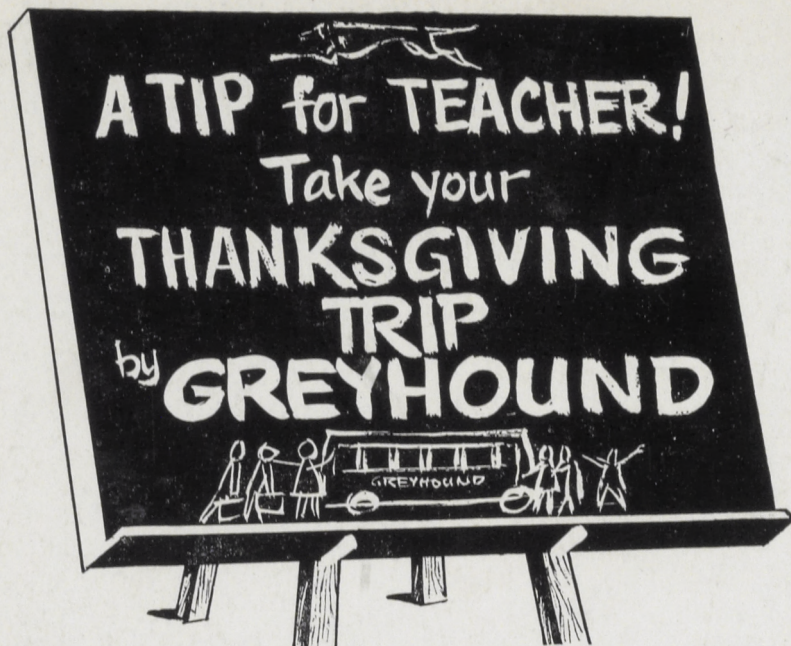
## ***Accomplishment!***

Harvest time . . . and the life that lay dormant in the sugar beet seed, helped by soil, water and sunshine, has fulfilled its destiny. The fruit of its labour will go to nourish other lives. Beet tops and pulp to produce better livestock . . . the sweet juice refined into Pure Alberta Sugar . . . energy food for thousands of Western Canadians!

# **Canadian Sugar Factories Limited**

PLANTS AT RAYMOND, TABER AND PICTURE BUTTE





## LOW BARGAIN FARES

To / From	Calgary Round Trip	Edmonton Round Trip
Red Deer	\$ 5.15	\$ 5.40
Lethbridge	\$ 6.25	\$15.85
Saskatoon	\$20.20	\$16.50
Swift Current	\$16.20	\$23.40
Regina	\$23.95	\$24.70
Winnipeg	\$40.25	\$40.25



For full information contact the Greyhound Bus Depot, 7th Avenue at First Street West, Calgary, or Telephone AMherst 2-2131; or contact the Greyhound Bus Depot, 10202 - 102 Street, Edmonton, or Telephone 48011, or see your local Greyhound Agent.

# GREYHOUND

It's such a comfort to take the bus . . . and leave the driving to us !